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A program designed for high school level work-study classes for students of limited mental ability presents specific curriculum methods and materials to teach information regarding positions available in the hotel industry. A field trip tour of the Boston Statler Hilton Hotel if the focal activity of the unit, and is accompanied by a history of the hotel industry, job descriptions and employee qualifications, activity sheets which test facts about the Statler Hilton, understanding the floor plan, and requirements and characteristics of the jobs. In addition to the content material and activity pages, the kit contains student booklets, teacher's manual, a brochure and 15 slides depicting the Statler Hilton, and a field trip permission slip. (RD)

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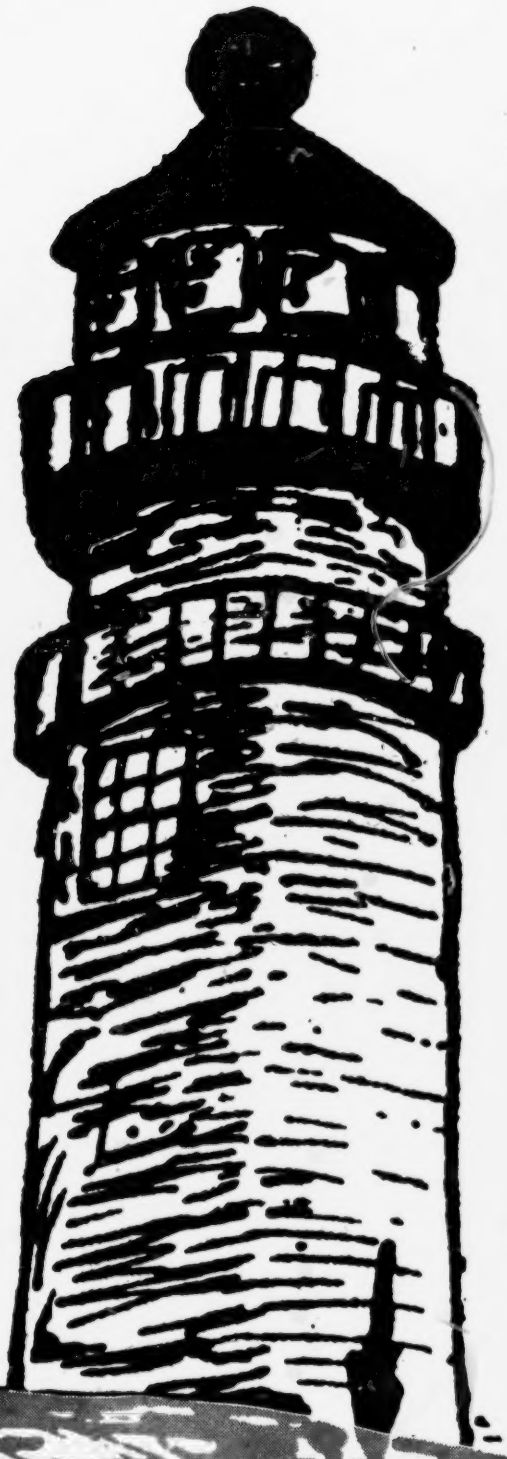
THE SPECIAL EDUCATION CURRICULUM SERIES

A TRIP TO THE STATLER-HILTON HOTEL



AN OCCUPATIONAL EDUCATION FIELD TRIP KIT
FOR HIGH SCHOOL LEVEL WORK-STUDY CLASSES

EC 004 069

DEVELOPED BY
PROJECT LIGHTHOUSE
E.S.E.A. TITLE III P.L. 89-10

THE SPECIAL EDUCATION CURRICULUM SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A TRIP TO THE STATLER HILTON HOTEL

Developed for Project Lighthouse by: Muriel Kendall

Project Lighthouse
1122 Ocean Street
Marshfield, Massachusetts

Executive Director: Derek R. Little
Assistant Director: Joan M. McFarland
Director of Pupil
Personnel Services: Richard C. Sullivan

1969

This prototype unit, developed under Title III E.S.E.A. for Project Lighthouse, is currently in the pilot testing stage.

This is the second step in the developmental phase of the Lighthouse program.

The pilot testing is being conducted in an effort to evaluate the effectiveness of the materials in a teaching situation.

This unit will be revised on the basis of the pilot testing before it is presented in the Lighthouse Schools in finished form.

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PREFACE TO THE TEACHER

Learning to earn a living is a "persisting life problem" which involves the development of essential habits, attitudes, and skills necessary in preparing for, choosing, getting and holding a job, and developing an understanding and knowledge of the basic rights, benefits, and responsibilities associated with becoming a worker.

Possibly no area in the educational program for non-academic children is more important than that which concerns itself with preparing these youngsters to adjust successfully to the demands of employment. It has been said that life adjustment is impossible unless occupational adjustment occurs. Therefore, it is our feeling that the development of a school program that aids occupational adjustment for the non-academic student is a necessity.

In order to develop an effective occupational educational program, it is necessary for the teacher to be cognizant of a variety of curriculum methods and materials specifically designed to aid these students to develop into productive, successful employees.

One of the most effective methods in developing occupational adequacy is the Occupational Field Trip combined with a series of readiness activities, follow-up activities, lesson plans, work sheets, suggested related activities, and any other pertinent suppliments that might be appropriate.

We are attempting to provide pre-vocational training through vocational information, occupational field trips, and related study.

It is assumed that teachers of a work-study program will have offered their students many lessons that are instrumental in developing proper work values and personal attitudes.

This manual is offering selected trade information as viewed on a Field Trip To The Hotel Statler Hilton.

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INTRODUCTION

This first manual in our series is AN OCCUPATIONAL FIELD TRIP TO THE HOTEL STATLER HILTON.

The Boston Statler Hilton employs approximately 700 people to service its guests. After careful research, we feel that approximately 500 of these positions could possibly be held by persons having limited mental ability if they receive the proper training.

The manuals are intended primarily for use by teachers and work-study coordinators of non-academic high school students.

It is important for the work-study coordinator to have a thorough knowledge of the company and the employer prior to placing individuals for employment.

Our goal in developing Occupational Field Trips is to provide an introduction to the various kinds of jobs that may be available in the local communities. Many different industries have job positions similar to the extensive positions available in the Hotel Statler Hilton. Some related industries are restaurants, diners, hospitals, nursing homes, office buildings, laundries, schools, factories, and cafeterias.

A systematic effort to enlist the support of businessmen, employers, and industry should be an integral part of the work-study program.

TOUR ARRANGEMENTS

Person to contact for tour

Mr. F. H. McKinley, Personnel Director, call 426-2000, Ext. 254. Mr. McKinley will personally conduct each tour. He is directly responsible for hiring all help and is well acquainted with every facet of the operation of this hotel.

Suggested arrangements regarding tour

1. Thursday morning, the second Tuesday morning of each month, Saturday or Sunday are never available.

2. One to two weeks' notice are required for the tour.

3. Group should consist of 10 to 20 students. This will allow for discussion and questions.

4. The morning is the best time for the tour. Trader Vic's restaurant with its Polynesian atmosphere is always an interesting part of the trip. It is not always available for tours.

5. All of the students should be dressed appropriately for the trip and well versed in what they are going to see.

6. Each student is required to have a Field Trip Permission Slip (sample on page three) signed by the parent or guardian.

7. The teacher will make arrangements according to his own school policy.

8. Refer to the map in the Statler Hilton brochure for the actual hotel location. (Brochure included in kit)

9. The tour takes approximately one to one and one-half hours.

FIELD TRIP PERMISSION SLIP

_____ has my permission to go to
(Name of Student)
the _____

on _____ with the Work-Study class of

_____ High School. I realize that trips of this nature are a part of the curriculum and I will not hold the town responsible for accidents of any nature.

_____
Signature of Parent or Guardian

_____
Date Signed

TEACHERS INSTRUCTIONS

The in-school training must begin by utilizing students daily classroom and school experiences for developing many initial work skills, habits, and attitudes as well as realistic job opportunities.

It is suggested that teachers use the excellent commercially available work-study curriculum as well as their own to supplement this unit.

The following related readiness lessons should be covered thoroughly one to two weeks prior to the trip.

Explain directions carefully. All reading material is at a third-fourth grade level; however, the information and interest approximates an adult level. Do not talk down to your students --- wherever possible treat them as mature partners in the presentation of these lessons. A pupil who is a non-reader should not be excluded from participation. It is assumed that students using these lessons will have some ability in dictionary use, spelling, combining known reading vocabulary words, and following directions.

Be enthusiastic! Highly motivated teachers are the best examples for these students to follow. Most teachers of slow learners have experienced at times a boredom with the information itself and the repetition that is needed to teach it. Try not to let this boredom affect your enthusiasm. "As you go - so goes the class." The goal of a good teacher of slow learners is to inculcate facts by the use of ingenuity and the employment of many different approaches and techniques.

We think you will be delighted with these field trips and corresponding lessons. We were fascinated by our research investigation and learned quite a bit at the same time. Remember, as in anything .....

"CONFIDENCE IS THE KEY TO SUCCESS"

TOUR OF STATLER HILTON HOTEL

To the teacher

It is hoped that the following lesson describing and illustrating the actual tour the students will take at the Boston Statler Hilton will instill a great deal of excitement and interest in the class.

You will need a slide projector for this lesson. There are fifteen slides with accompanying descriptions; however, the teacher may enrich these descriptions. This lesson should take one classroom period. It should serve as the introduction lesson to the unit.

The actual tour takes approximately one and one-half hours. It will begin in the Personnel Office in the basement. Mr. McKinley will greet you and give a brief speech of welcome and explanation before starting the tour.

TOUR OF THE STATLER HILTON HOTEL

Slides

1. Receiving Room - Here all merchandise arriving at the hotel must be accepted and checked for proper distribution. The Chef is shown examining the meat delivery.

2. Food Storeroom - This is where stock is kept for various kitchens. The Clerk is shown filling an order.

3-4. Laundry - This is a vast operation within the hotel. Here all soiled laundry is sent through chutes on each floor to be washed and then returned clean and folded to each floor. Girls are shown folding napkins as they are ironed! The boy is putting wash into a machine.

5. Engineering Department - The boilerroom containing all the equipment to heat the entire hotel is located here. The entire maintenance staff works from this department. In this picture a Carpenter is shown planing wood.

6. Trader Vic's Restaurant and Kitchen - This unusual place serves exotic Polynesian food and drink. It is separate from the other kitchens and is run by Chinese personnel.

7. Offices - All secretarial and clerical help are located here. This girl is typing up room bills.

8. Lobby - The center of activity. All guests arrive here either for rooms or to attend a function. The Bellman is getting guests' luggage.

9. Main Kitchen and Hungry Pilgrim Restaurant - The atmosphere is very pleasing. All room service orders are filled here. A waitress dressed in costume is serving guests.

10-11. Banquet Kitchen - This complete kitchen services all the meeting rooms and ballrooms. Many conventions, weddings, and parties are held here. Boys storing glasses and supervising dishwasher are shown.

12. Linen Room - All linens are stored, sorted, mended, and delivered from this room. This employee is putting away bath mats.

13. Telephone Switchboard - This is where all phone calls are handled except for guests direct dialing in their room.

14-15. Guest Rooms and Suites - These will be shown if empty at the time of the tour. The Chambermaid is selecting items from the linen cart to be used in a room. She is then shown making the bed.

The tour ends with a visit to the Upholstery, Furniture, Rug Department. Here up on the fourteenth floor is a regular shop equipped to repair any upholstery, furniture, or rugs.

HOW HOTELS BEGAN

To the Teacher

The purpose of this lesson is to acquaint the student with some historical background relating to the actual development of hotels. It is suggested that this lesson be completed in one period. This could be a social studies lesson. This lesson should be given prior to the field trip.

Teachers will first read KEY WORDS to class giving brief explanation.

Egypt - show on map; explain location in relation to current Middle East crisis; explain about ancient days when rulers and traders traveled about. Mention Arabian Nights.

Babylon - show on map; mention in relation to Bible to get across 2,500 years ago.

Persia - show on map; explain ancient Persia and Iran today.

guest - a person paying for his lodgings and meals at a hotel or boardinghouse.

pioneer - a person who goes before, preparing the way for others; explain American pioneers traveling West.

bandits - robbers or highwayman; explain meaning, cite example of Robin Hood.

hotel - a building with bedrooms, baths, and usually food for travelers. This is a good place for class discussion. The personal experiences of the students will add immeasurably to the educational value of the lesson.

trader - a person who gives one thing for another, merchant. Discuss ancient system of trading before money was used.

France - a country in western Europe; show on map; explain about France in the 1700's prior to the French Revolution. Discuss guillotine and brief history of the times in regard to people traveling from place to place and need of night's lodging.

motel - a roadside hotel for motorists.

Each student should read KEY WORDS aloud. Always start with best readers, thus enabling poorer readers more opportunity to become familiar with the words. Students may then read the story aloud. Do not interrupt the story for discussion. At the conclusion of the reading, the teacher can answer questions. It is important to get across the point that today it takes many people to run a hotel. Hotels' reputations are built on friendly, courteous service and, of course, comfort. It takes many people working together to bring this about. Hotels' reputations are built on the ability and attitudes of the employees who represent them to the public.

How Hotels Began

KEY WORDS

Egypt

Babylon

Persia

guest

pioneer

bandits

hotel

traders

France

motel

Over 2,500 years ago, traders of Egypt, Babylon, and Persia began to travel. Inns were built along the roads. At first they were just tents or huts.

The very first hotels were not at all like the ones we see today. If you were on a trip and needed a place to eat and sleep, you stayed at an inn. An inn was someone's house that was open to guests. These first inns had only one large room with several beds in it. The innkeeper and his family usually took care of the guests themselves.

Some people began to see that they could make money running inns. They started to build big hotels. The first real hotels were built in France in the 1700's.

During the American pioneer days, people usually slept outdoors when traveling. They cooked their own meals over a campfire. They also had to be very careful of bandits, Indians, and wild animals.

Not until 1829 did hotels have many rooms with only one or two beds each and a lock on the door.

By 1900 practically every city had at least one hotel. Today, there are over half a million hotels and motels in America.

NAME: _____

DATE: _____

ACTIVITY PAGE

HOW HOTELS BEGAN

A. Write the KEY WORDS in alphabetical order.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

B. Answer each following sentence True or False.

1. People first began to travel 250 yrs. ago. _____
2. Traders from Egypt, China, and Persia were the first travelers. _____
3. The first hotels were really just tents or huts. _____
4. An inn was someone's house. _____
5. Many people slept in one room in the first inns. _____
6. The first hotels' employees were the innkeeper and his family. _____
7. The first real hotels were built in France. _____
8. Pioneers usually had to sleep in the outdoors. _____
9. By 1700, practically every city had at least one hotel. _____
10. Today there are over half a million hotels and motels in America. _____

C. Name 5 motels or hotels and the cities where they are located. Use the telephone directory if necessary.

1. _____

2. _____

3. _____

4. _____

5. _____

JOBS AT THE STATLER HILTON

To the Teacher:

We have deliberately avoided an extensive review of research into each particular job since this is available from other sources and some will be covered in other Field Trip Manuals. We have instead selected, for detailed information only, those job classifications found most pertinent to the hotel industry and suitable for possible employment by these students.

This lesson should be used prior to the field trip.

Each student should receive a copy of JOBS AT THE STATLER HILTON. Selected students should then be asked to take turns reading aloud in class.

This lesson incorporates both reading for comprehension and occupational information.

Questions should be encouraged and answered after each job classification is read.

Sample applications for employment can then be filled out by each student. All employees of Statler Hilton Hotel are required to fill out a written application form.

This lesson can take from one to three classroom periods.

JOBS AT THE STATLER HILTON

A hotel is like a city within a city. It has many different jobs. Some are unskilled, some are semi-skilled, some require a great deal of skill of training.

Openings for hotel jobs are usually found:

1. In the state employment agency
2. By applying in person at the hotel
3. In the help-wanted section of the daily newspaper.

Read about the different jobs and see which ones you might like to have.

Receiving Room and Stockroom

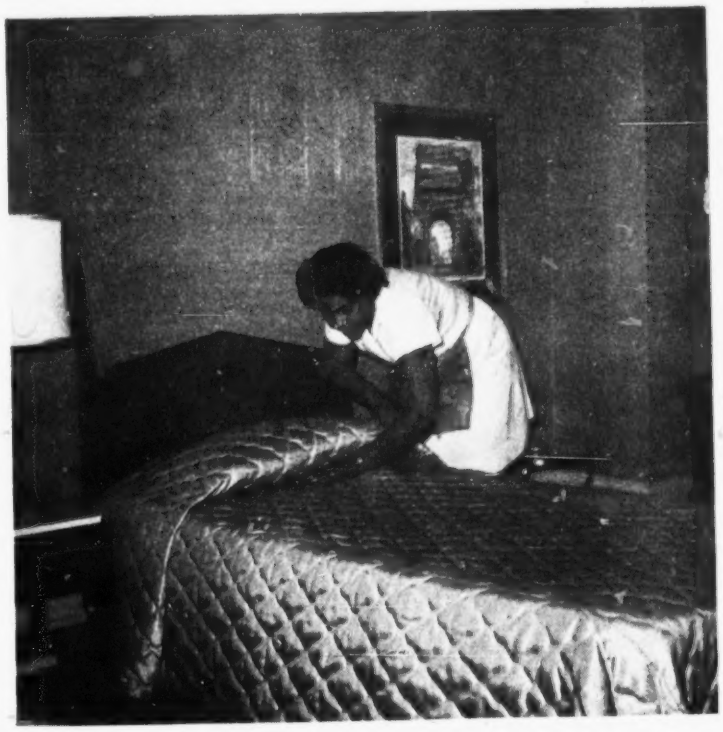
1. Clerks accept merchandise. They check orders. They put away merchandise. It is the clerk's job to keep the stockroom neat and clean.

Package Room

This is different from the Receiving Room. Here all incoming packages are received and outgoing packages are sent. The Package Room Boys must be able to stand and walk around while they work. It is important to be able to read and write names, addresses, and numbers. Wrapping a package carefully is important here. You must be strong and healthy so you can work fast when it is busy.

Linen Room

1. Executive Housekeeper - important position for person responsible for entire hotel's housekeeping services. Over one-quarter of the workers in hotels are in the housekeeping department.
2. Assistant Housekeeper - works with Executive House keeper; supervises Chambermaids and Floor Housekeepers.
3. Floor Housekeepers - She is the person on each guest room floor responsible for that particular floor; she sees that linens are properly distributed and that guests rooms are carefully cleaned.
4. Chambermaid - a person directly responsible for cleaning the guests' rooms. She makes the bed. She changes



the sheets every day. She empties the wastebaskets, dusts the tables and dresser, sweeps the rug with the electric broom, changes the towels, and straightens up things. When a guest leaves, the Chambermaid has to look in the dresser drawers to make sure he hasn't forgotten anything. A Maid may have to take care of as many as seventeen rooms every day. It is important to be neat. She should work as fast as possible. In case she does fall behind, however, she must not be flustered and careless. Guests are sometimes careless or untidy, but the Maid must clean up after them, no matter what condition the room is in. A Chambermaid must be honest. Guests sometimes may forget valuables. The Maid must turn them into the Floor Housekeeper.

5. Houseman - He does many things around the hotel. The Houseman assists the Chambermaids with the heavy work

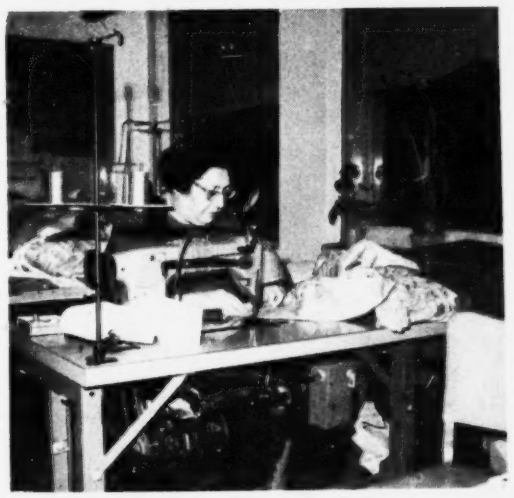
such as heavy cleaning of the bathrooms, vacuuming rugs, cleaning windows, and dusting high objects; taking care of the floors, walls and ceilings; moving furniture out and then back when cleaning; changing and cleaning light bulbs. He helps hang heavy curtains; empty the big containers of sand into which people toss their cigarettes; sweep the sidewalk and shovel the snow; raise and lower awnings on the hotel windows. Taking out the trash is an important job. A Hotel Houseman must be strong. He must be able to handle heavy machines and move furniture without getting too tired. He must be able to work up on a ladder without getting dizzy. He must be able to follow directions.

6. Linen Room Attendant - Keeps track of all the clean linen and hands things out as they are needed to the Maids. The Linen Room Attendants usually give out room keys

every morning. Every day of the week, the guests use hundreds of clean towels, sheets, blankets, tablecloths, bedspreads, napkins, pillowcases, mattress pads, washcloths, and other items. The Maids and Housemen will then be able to get into each room to clean and put out fresh towels. Linen Room Attendants must be strong and healthy, with good feet and eyes. This person must be pleasant and cheerful, eager to help others. It is important not to become upset or confused when the day becomes very busy. Being neat and clean is also important. No one wants to hire anyone who does not try to look her best.

7. Linen Runners - They keep fresh linens supplied on each floor by getting them from the laundry and delivering them to each floor's linen room.

8. Hotel Seamstress - She must mend the linen, repair and alter worker's uniforms, sew draperies, curtains, furniture covers, and bedspreads. Most of the sewing, mending and darning is done by machine. It is important to be able to sew by machine and by hand. Good eyesight is important. Patience is necessary on this job. It is important to take time to complete each job perfectly.

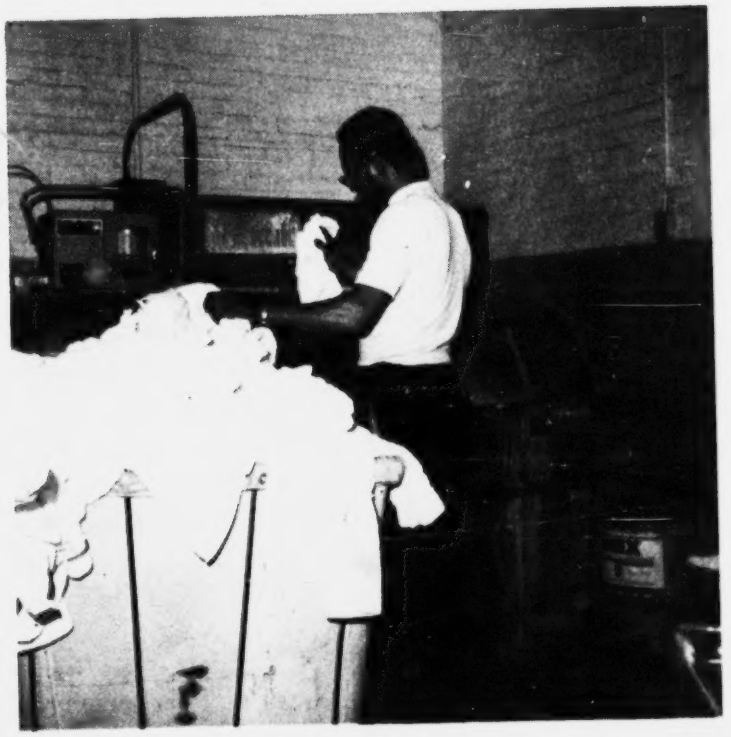


Laundry

This department is run like a large laundry. Some of the jobs in this department are:

1. Blanket Stretcher-Dryer
2. Flatwork Ironer
3. Ironer
4. Laundry Marker
5. Laundry Sorter
6. Towel Folder

Both men and women are employed in the laundry.



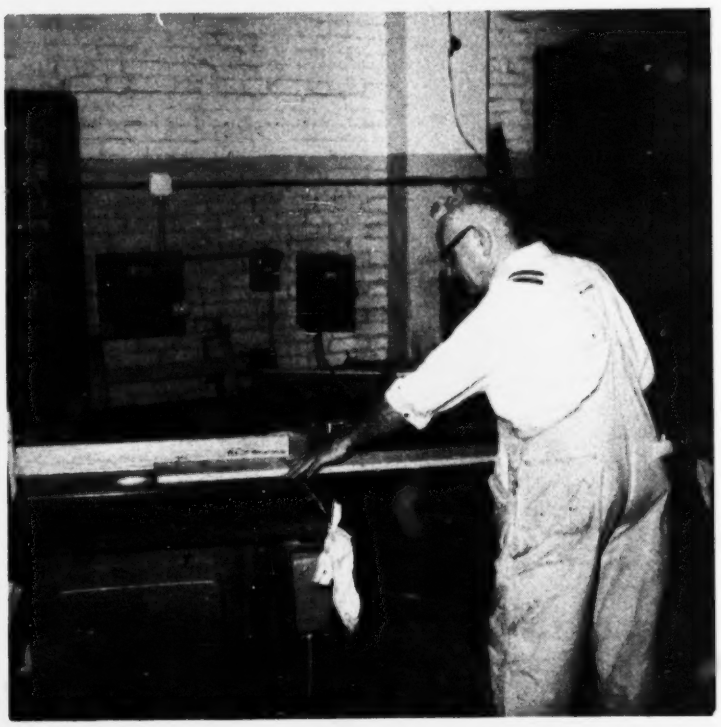
Can you identify these jobs?

Upholstery, Rug and Furniture Department

This is part of both the housekeeping and maintenance services. The Service People employed in this department must be able to work with their hands. They must do neat work. They should also be strong. There is a lot of bending and stretching in this job. This department is responsible for seeing that all upholstery, rugs, and furniture are kept in perfect condition. It is work that can be learned with little training. This job requires you to follow instructions. In this work you must be able to stay with a job until it is finished.

Engineering Department

1. Heating Engineers
2. Fireman
3. Plumbers
4. Carpenters
5. Electricians
6. Helpers



These people usually require some training to work here. Helpers and assistants are usually trained on the job. Keeping the boiler room clean is necessary. Cleaning, oiling, and greasing the machines is important.

Service Department

In this department are:

1. Bell Captain
2. Assistant Bell Captain
3. Bellman
4. Doorman
5. Elevator Operators
6. Parking Attendant
7. Men's Room Attendant
8. Powder Room Attendant

Hotel Bellman - Receive the guests' suitcases and other luggage from the doorman. They greet the guests politely and lead them to the registration desk. After a guest has registered, the Bellman takes the room key, guest and luggage into the elevator. When the elevator reaches the right floor, the Bellman leads the guest to the room. It is the Bellman's job to see that everything is in order in the room. It is the duty of the Bellman to report anything that is missing or anything that needs fixing in the room. A Bellman also asks if there is anything else a guest would like before he leaves. Part of the job is

to help keep the lobby clean. This job does not allow the worker much chance to rest and sit down. A good Bellman answers questions clearly and correctly. He knows where all the services of the hotel are located and how late they stay open. He might have to tell guests where theaters, department stores, or other shops are located. A Bellman must be neatly groomed with clean fingernails and clean uniform. He must always be polite and cheerful but not too talkative. A good Bellman would report seeing any unusual things in rooms such as guns, burglary tools, large amounts of jewelry, gambling equipment, or explosives.

Parking Attendent

A Parking Attendent for a hotel will either help a driver to park in a special place or he will drive the car himself. This is a job for a courteous young man who meets the public with a smile and a helpful attitude. A Parking Attendent must be able to drive carefully. He should be able to keep a record of the claim checks. He should be able to add up the number of hours a customer has been gone. He must be able to figure the amount the customer owes for the parking. He must be able to make the correct change. He must always be willing to answer questions and give directions. He must be careful with the property of others. Working outside in all kinds of weather is not pleasant. There may be customers who are rude and demanding at times. He must always keep his temper.

Kitchens

Here in the three huge kitchens of the Statler Hilton are contained complete restaurant and food preparation services. Some of the jobs in the Dining Room are:

1. Restaurant Manager
2. Hostesses
3. Cashiers
4. Waitresses
5. Waiters
6. Busboys

Food Preparation Department

1. Soup Cooks
2. Sauce Cooks
3. Fry Cooks
4. Pastry Chefs
5. Salad Women
6. Coffee Makers
7. Toast Makers
8. Sandwich Men

Offices

Front Office

1. Manager
2. Assistant Manager
3. Chief Clerks
4. Reservation Clerks
5. Mail Information Clerks

Telephone Office

1. Chief Operator
2. Assistant Operator
3. Switchboard Operators

Accounting Department

Bookkeepers prepare statements and billings for guests. Payroll is also made out here.

Sales Convention Department and Banquet Department

These two offices employ:

1. Salesmen
2. Secretaries

who arrange all the necessary details to hold banquets and conventions. They must have pleasant and courteous personalities. They represent the hotel to the guests. They must also know about all services the hotel has to offer.

HILTON HOTELS CORPORATION
APPLICATION FOR EMPLOYMENT

Hotel Name _____

City _____

Date _____

Position Desired _____

Salary Desired _____

Social Security No. ☐☐☐ ☐☐ ☐☐☐☐

Name _____ Maiden Name _____
Last First Middle

Address _____ Phone _____
Street City State Zone

Please Check ( ): Male_____ Female_____ Married_____ Single_____ Divorced_____ Widowed_____ Separated_____

Height _____ Weight _____ Color Hair _____ Color Eyes _____ Age _____ Physical Defects? _____

Date of Birth _____ U.S. Citizen _____ Alien Reg. No. _____ No. of Dependents _____
Month Day Year

Who Referred You for This Position _____ Have You Ever Worked for Hilton Hotels? _____

Where? _____ From _____ To _____ Reason for Leaving _____

Have You Ever Been Arrested? _____ Charge _____ Date & Place _____ Disposition _____

Education: Circle Highest Grade: 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4 Degree _____

Last School Attended _____ What Languages Do You Speak? _____

Other Training or Trade Schools _____

Typing Speed _____ Shorthand Speed _____ Business Machines Operated _____

Military Record: Branch _____ From _____ To _____ Rank _____ Type of Discharge _____

Present Draft Status _____ Reserves _____ Branch _____ Active _____

In Emergency Notify _____ Relationship _____

Address _____ City _____ State _____ Phone _____

PREVIOUS EMPLOYMENT

List Below Your Complete Previous Experience Beginning with Your Last Position

Firm Name	Nature of Work
Address	
Dates: From To	
Reason for Leaving	Salary
Firm Name	Nature of Work
Address	
Dates: From To	
Reason for Leaving	Salary
Firm Name	Nature of Work
Address	
Dates: From To	
Reason for Leaving	Salary

PERSONAL REFERENCES Other Than Relatives or Past Employers

1. _____

2. _____
Name Address City State

I certify that any misrepresentation made in this application will be sufficient cause for cancellation of this application and/or for my separation from Hilton Hotels Corporation. I certify that, if employed, I will abide by all company rules and regulations, and any subsequent rules they might make. I certify that the above statements have been read by me and that the statements I have made on this application are true and correct.

_____
Signature of Applicant

PLEASE DO NOT WRITE BELOW THIS LINE

REFERRED	ACCEPTED	MEDICAL
To _____	To Start _____	Does Meet Physical Requirements _____
Dept. _____	Job Title _____	Does Not Meet Physical Requirements _____
Job Title _____	Rate _____ Per _____ Meals _____	Signed _____
Comments _____	Signed _____ (Department Head)	

Replacement for Whom _____ Additional _____

WORKING AT THE STATLER HILTON

To the Teacher

The following lesson plan is suggested for after the field trip. At this time students will be more interested in actual working conditions of the hotel.

You might introduce this lesson by asking the class if anybody ever was a guest at a hotel. Students should be encouraged to relate the experience to the class.

It should be pointed out here that service is the backbone of the hotel industry.

Explain shifts.

A brief discussion of unions, job security, job seniority, grievance committees, and job stewards might be mentioned.

Fringe benefits should be explained. (The fringe on a scarf is something extra). These benefits are something extra. Cite examples in other jobs: Bonus, commission, Christmas Party, regular raises, gifts, company picnics and outings, discounts on merchandise.

Point out money saved by getting free meals.

Discuss tips and explain that the amount of the tip usually depends on service given. Importance of good manners can be stressed here.

Explain what punching a time clock means.

This lesson should take one to two classroom periods.

WORKING AT THE STATLER HILTON

Key Words

shifts holiday international union insurance fringe benefit

clerical executive vacation courteous members standard

Every year, more and more people take trips and stay in hotels. That means the hotels are busy taking care of their guests. A hotel performs services for its guest. The workers in a hotel should be glad to be doing things for the guests. Of course, all the hotel employees get paid for their work. We have been reading how the hotel employees treat the guests. Now let us learn how the Statler Hilton Hotel treats its employees.

All Statler Hilton employees work 40 hours a week, 5 days a week with two days off each week. The busy times in a hotel are not always during the day. Many guests arrive in the evening, sometimes quite late. Saturdays, Sundays, and holidays can be very busy times in a hotel. Because hotels are so busy, employees must work many different shifts. If a worker works on a holiday, Saturday, or Sunday he receives other days off.

All Statler Hilton employees, except clerical and executive help, belong to labor unions. These different groups are all part of the large, national AFL-CIO union. Most hotel workers are members of the Hotel and Restaurant Employees' and Bartenders' International Union. When workers join together in a union it may mean better jobs, working conditions and higher pay.

All employees are paid standard union rates or more.

The Statler Hilton Hotel is a thoughtful, interested boss. It offers its workers many fringe benefits. Some of them are: $1,000 free life insurance policy after three months employemnt; Hospital and Accident insurance completely paid; free uniforms and laundering; one free meal per day for all employees; two free meals for restaurant employees; coffee breaks with free coffee; vacations with pay; paid holidays; tips from guests (a tip is the amount of money that a guest gives for good service. It is usually a small sum, but when all the tips are added together, it can amount to quite a bit.)

All employees, except clerical and executive workers, punch a time clock and receive hourly wages. They are paid once a week. Payday is Thursday.

The Boston Statler Hilton is a beautiful, modern, completely up-to-date hotel. It offers special services and comfort to its guests. Each of the 1300 rooms is completely air conditioned. Each room contains direct-dial telephone, wide-screen television, and radio. The best part of the Statler Hilton is that it is within two or three minutes' walking distance of business, shopping, and entertainment areas. The hotel is only five minutes from the railroad station. It is fifteen minutes from Logan International Airport.

Friendly,courteous people are employed by the Boston Statler Hilton. Would you like to join them?

NAME: _____

DATE: _____

ACTIVITY PAGE

WORKING AT THE STATLER HILTON

A. Answer the following questions in complete sentences.

1. How many hours a week does a Statler Hilton employee work? _____

_____

2. How many days a week does a Statler Hilton employee work? _____

_____

3. How many days off each week does a Statler Hilton employee get? _____

_____

4. How many rooms does the Boston Statler Hilton have for guests? _____

_____

5. How far is the Statler Hilton from the railroad station?

_____

_____

6. How far is the Statler Hilton from Logan International Airport? _____

_____

B. Write the correct word on each blank. Here are the words to use:

extra courteous trips shifts paid Thursday
unions tip services members

1. People take _____ and stay in hotels.
2. A hotel performs _____ for its guests.
3. All hotel employees get _____ for their work.
4. Employees must work many different _____.
5. Statler Hilton employees belong to labor _____.
6. Most hotel workers are _____ of the Hotel and Restaurant Employee's and Bartenders International Union.
7. Fringe benefits are something _____.
8. A _____ is the amount of money that a guest gives for good service.
9. Payday is _____.
10. Friendly, _____ people are employed by the Boston Statler Hilton.

WHAT FLOOR PLEASE?

To the Teacher

Explain all the different events that go on at a hotel -- how the hotel is like a city in itself.

This is a picture of some of the places and functions going on at the Statler Hilton. Read the floor numbers on each floor. Explain how to write the number of the floor where you would find each.

Ask a few sample questions aloud first.

1. What show will you find on these floors?

   2nd_____

   5th_____

2. On what floor will you go for a haircut? _____

3. On what floor will you go to apply for a job? _____

Explain self-service elevator.

This lesson will take one classroom period. It may be offered before or after taking the field trip.

NAME: _____

DATE: _____

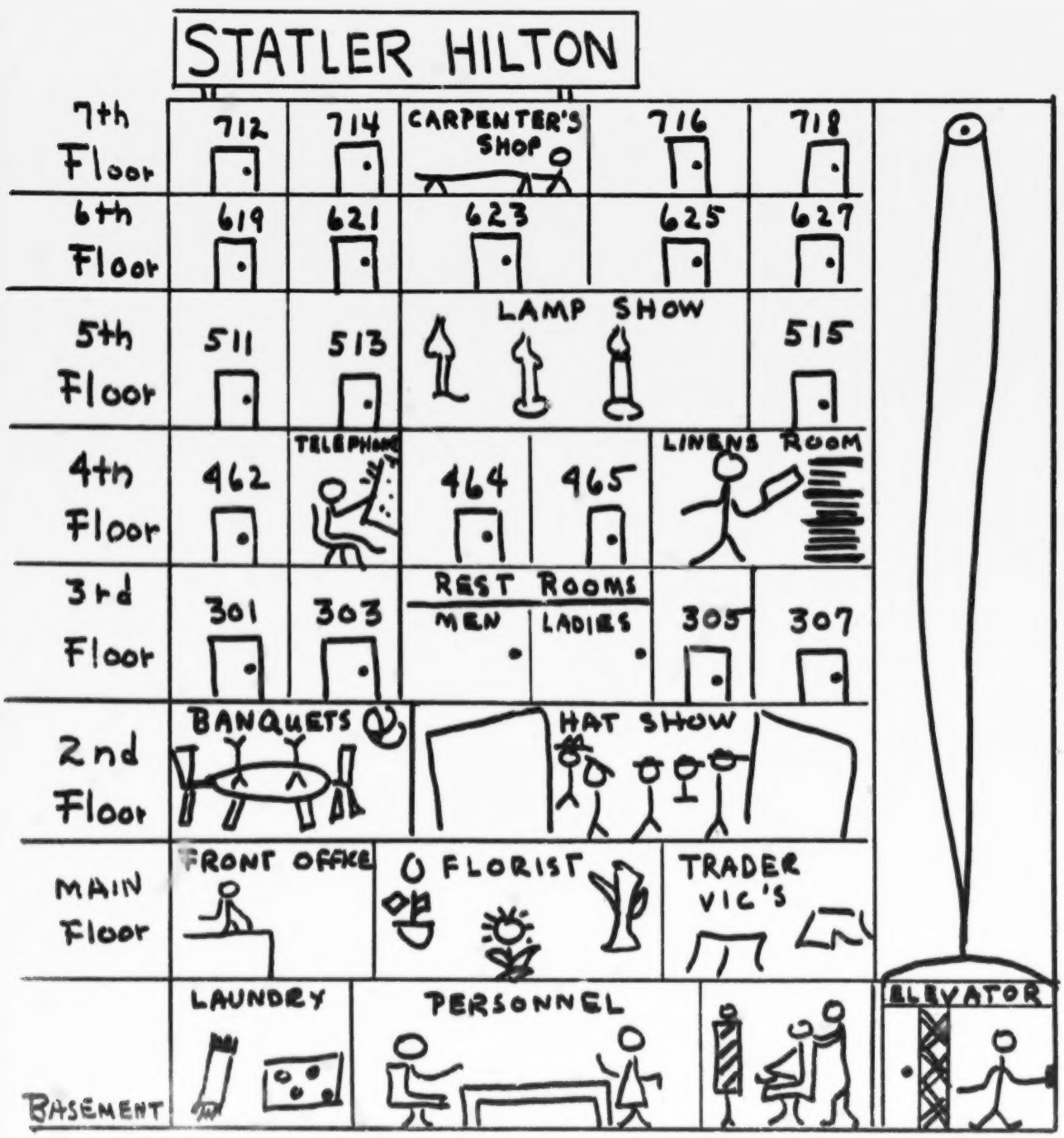
ACTIVITY PAGE

WHAT FLOOR PLEASE?

The Statler Hilton is a large hotel. It has many floors. The elevators are self-service. People stop at each floor to get on or off. The elevator makes many stops each day.

This is a picture of some of the shops, offices, and conventions going on at the Boston Statler Hilton.

1. Read the floor numbers on each floor.
2. Write the number of the floor where you would find each. Use "M" for the main floor and "B" for the basement.



	Floor
Barber Shop	
Lamp Show	
Trader Vic's	
Room 716	
Personnel Office	
Room 511	
Banquet Room	
Switch Board	
Laundry	
Room 303	
Rest Rooms	
Carpenter's Shop	
Room 619	
Flower Shop	
Room 627	
Front Office	
Room 465	
Hat Show	
Room 718	

JOB REPORT

To the Teacher

The following questionnaire may be given to each student at the conclusion of this entire unit and after the field trip.

Each student is to select a job he/she might like to have at the Boston Statler Hilton. They may then fill in the report according to what they recall from the lesssons, teacher explanations, slides, and field trip.

It is assumed that most students will have an understanding of the occupational and vocational terms used in this questionnaire. Otherwise explanations are necessary where needed.

This lesson will incorporate many skills: reading, spelling, recall, comprehension, occupational information, following directions, judgement.

One classroom period is necessary for this lesson.

NAME:_____
DATE:_____

ACTIVITY PAGE

JOB REPORT

Answer each question in the space. Some questions have more than one answer.

1. Job title _____

2. Description of duties_____
_____
_____

3. Tools needed _____

4. What kind of job is it?
_____clerical
_____sales
_____service
_____self-employed

5. Job level
_____skilled
_____semi-skilled
_____unskilled

6. Experience
_____required
_____not required

7. Employment
_____full time
_____part time
_____seasonal

8. This job is for
_____male
_____female
_____both

9. What kinds of licenses are required?
_____driver's license
_____health certificate
_____food handler's card
_____other
_____none

10. Must the employee fill out a written application?
_____yes _____no

ACTIVITY PAGE

JOB REPORT

11. Must the employee belong to a union?
_____yes _____no

12. How are employees found?
_____state employment agency
_____help wanted ads
_____labor unions
_____applying in person
_____friends
_____other

13. How are employees paid?
_____hourly
_____weekly
_____monthly
_____piecework

14. Does this employee
_____work alone
_____work with others

15. What are the working conditions?

_____inside	_____outside
_____wet	_____dry
_____noisy	_____quiet
_____dirty	_____clean
_____day work	_____night work
_____high places	_____low places

_____neither

16. Does the job require

_____ standing	_____sitting	_____both
_____ climbing	_____lifting	_____carrying
_____ moving about	_____driving	

17. How much on the job training is given?
_____none
_____some
_____a great deal

18. Does this employee meet the public?
_____never
_____seen by public
_____works with public all the time
_____talks to public

ACTIVITY PAGE

JOB REPORT

19. How much reading is required on this job?

_____none
_____little
_____addresses
_____sales orders
_____patterns
_____directions
_____bulletins or booklets
_____letters

20. How much arithmetic is required on this job?

_____none
_____little
_____counting
_____adding
_____subtracting
_____multiplying
_____dividing
_____fractions
_____measurements
_____sales slips or orders
_____invoices or packing slips
_____other

21. How much writing is required?

_____none
_____little
_____records or orders
_____information to be read by others

22. What kind of speaking is requried?

_____little
_____giving messages
_____asking for materials or tools
_____giving directions

23. How much strength is required?

Hands:	____none	____little	____some	____great
Arms:	____none	____little	____some	____great
Legs:	____none	____little	____some	____great
Back:	____none	____little	____some	____great

24. Is there much pressure on this job?

_____none _____some _____great

KIT CONTENTS

1.	Activity Sheets *	
	HOW HOTELS BEGAN	20 copies
	APPLICATION FOR EMPLOYMENT	20 copies
	WORKING AT THE STATLER HILTON	20 copies
	WHAT FLOOR PLEASE	20 copies
	JOB REPORT	20 copies
2.	Student Booklets	20 copies
3.	Teacher's Manual	1 copy
4.	TOUR OF THE STATLER HILTON HOTEL	15 slides
5.	Brochure - THE STATLER HILTON	20 copies
6.	Field Trip Permission Slip	20 copies

* May be reproduced by the teacher.

IMPORTANT NOTE TO THE TEACHER

The materials included in this kit have been carefully selected by the Project Lighthouse staff. The first teacher to use the kit will have a complete kit that can be replenished using the equipment available within the teacher's own school. Those materials that have to be replenished can be reproduced with a minimum of effort. Original materials that are to be returned to the kit are items that can not be reproduced without a great deal of time and expense.

In order that the kit may continue to be available for others to use we would appreciate it if you would accept responsibility for the following:

1. Do not remove any pages from the manual for reproduction purposes. Printed originals have been provided in the kit for this purpose.

2. Handle the slides with care and see that they are properly stored.

3. Collect student booklets after each lesson, making sure they are all accounted for when the unit is over.

4. Run off student worksheets if your school has the equipment available.

5. Make a careful check of each item in the kit before storing.

6. See that the kit is made available to the department in your school system that can redistribute it to others.

Project Lighthouse is indebted to Muriel Kendall, the work-study coordinator at Hingham High School, for this unit.

Mrs. Kendall's broad experiences as a teacher, a work counselor and in the merchandising market have resulted in a teaching unit at the occupational education level that is both meaningful and innovative.

Project Lighthouse is also indebted to the management and staff of the Statler Hilton, Boston whose complete cooperation made this unit possible.